

**IDENTIFYING THE FORM OF ILLOCUTIONARY ACTS  
GENERATED BY THE EFL TEACHER AT SMP NEGERI 1 POSO**

**UNDERGRADUATE THESIS**

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## ABSTRAK

**Okvin Helfiana Manggeni.** 2023. *Identifying The Form of Illocutionary Acts Generated by the EFL Teacher At SMP Negeri 1 Poso.* Dibimbing oleh Sherliane Trisyie Poai dan Charles Setiawan Toedje.

*Kata Kunci : Tindak Tutur, Ilokusi, Guru Bahasa Inggris*

Penelitian ini bertujuan untuk mengidentifikasi bentuk ilokusi yang dihasilkan guru bahasa Inggris di SMP Negeri 1 Poso. Penelitian ini dilaksanakan di SMP Negeri 1 Poso ketika guru mengajar bahasa Inggris di kelas VIII A dalam tiga kali pertemuan. Metode penelitian yang digunakan adalah metode deskriptif kualitatif. Data dalam penelitian ini yang digunakan hanya ungkapan bahasa Inggris yang dihasilkan oleh guru. Instrumen yang digunakan dalam penelitian ini adalah merekam dan mencatat ungkapan yang diucapkan oleh guru. Peneliti sendiri mengidentifikasi dan mengumpulkan temuan data setelah mendengarkan rekaman yang diambil. Temuan data menunjukkan bahwa ada tiga bentuk ilokusi yang dihasilkan oleh guru bahasa Inggris yaitu direktif sebanyak 28 kali, ekspresif sebanyak 9 kali dan asertif sebanyak 10 kali. Tindak tutur direktif lebih dominan digunakan oleh guru bahasa Inggris ketika mengajar dikelas. Bentuk tindak tutur direktif yang dihasilkan guru dapat berdampak pada siswa dan mereka sebagai mitra tutur wajib melakukan apa yang disampaikan oleh penutur. Tindak tutur direktif dapat mengatur, mengontrol proses guru mengajar dalam kelas dan juga mengurangi kesalahpahaman dalam guru mengeluarkan ujaran pada siswa.

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# CHAPTER I

## INTRODUCTION

### A. Background of The Research

Language is a tool for communication that is used for the people to interact with others. Without any language it feels too difficult to communicate with each other's. People always use language for their daily activities such as speaking, converising, interacting, or communicating. Here, language has an important role to convey their own message and intention to others and this kind of communicating process is often called the speech act.

Speech acts are the utterance as the basis of language used and as part of communication which is considered more effective. It always appears depend on /how people use their own language to express their necessity, likes; thanking, apologizing, begging, ordering, and asking. In the classroom, the part of speech can be seen and occurring every time involving communication between teacher and students. There are no barriers in order to speak and it determines how teaching and learning activities effectively to attain learning objectives.

Sometimes, teacher conveying their message is too difficult for students to understand, its resulting misunderstanding or failing to grasp the message. Students find difficulties because speech acts have different function and form where the teacher says something like “please do this assignment and answer correctly because I might ask you on your exam.” It can be interpreted in locutionary acts, that the teacher only provides information to students that they

will be given assignments. But, in illocutionary act of directive form with the power of commanding that students must do what their teacher wants them to do. Students must follow what is ordered from the speakers by being obligated to carry out the assignments given in preparation for the exam.

From the utterance above, speech act has a very important role for the learning process. Teaching and learning activities carried out in the classroom such as controlling the class, giving instructions through talk by teacher, transferring knowledge all of which contain speech acts. Having sufficient knowledge about speech acts is very important to reduce misunderstanding in communicating and the existence of obstacles in the teacher conveying lesson to students. Therefore, it can be said that the failure or success of teaching and learning is largely determined using appropriate speech acts.

Related to the statement above, the researcher is interested in conducting this research on teacher at SMP when interacting in the classroom. The researcher want to know firsthand what utterances are the most generated by English teacher when teaching. In this case, the Researcher focused on identifying the form of illocutionary acts generated by EFL teacher under the title “ Identifying The Form of Illocutionary Acts Generated By the EFL Teacher At SMPN 1 Poso”.

## **B. Problems Formulation**

Based on the previous background, the researcher formulated the research in a question form as follow : ”What are the form of illocutionary acts generated by the EFL teacher during the teaching process?”.

### **C. Objective of the Research**

The objective of the research that can be formulated is to find out the form of illocutionary act that generated by EFL teacher in the teaching process.

### **D. Significances of the Research**

The significances of the research are :

1. For the teacher and students in school, it will further increase their knowledge in understanding what utterance are in speech act.
2. To next researcher it is hope that this research can be used as reference to be carried out again by expanding and identifying all type of speech acts.

### **E. Scope of the Research**

In this research, the researcher limited the scope of the study which is only to identified the form of illocutionary acts that generated by the EFL teacher at SMP N 1 Poso. The researcher used the theory of speech act by Searle and Rahardi (2013:17). This research was conducted during three meetings in English subjects discussing one material in one chapter.

### **F. Definition of Terms**

1. EFL teacher
2. Illocutionary speech act is an English utterances produced by the teacher in the teaching process at SMP Negeri 1 Poso.

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